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ABSTRACT

This collection of resource sheets is intended for use by teachers and tutors who work with adult beginning readers and persons learning conversational English; more specifically, it is for use with learners at the beginning levels of the sequential reading series Read On! II, consisting of six textbooks, six workbooks, and an instructor's guide. The following sheets are included: a personal information form and identification card, a format for teaching consonants, directions for teaching with photographs, photographs of signs and labels, color word vocabulary cards, directions for teaching calendar words, a calendar form, directions for teaching numbers and checks, a check form, directions for using writing (alphabet) sheets, alphabet sheets (manuscript/cursive), an identification card, and consonant cards. (MN)

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Tutor Resource Sheets

for

Basic Reading and Conversational English Learners

Barbara Jean MacDonald, writer
V.K. Lawson, Ph. D., Educational Design

The Tutor Resource Sheets consist of:

1) Personal information form and Identification Card
2) Format for teaching consonants
3) Directions for teaching with photographs
4) Photographs of signs and labels
5) Colors
6) Directions for teaching calendar words
7) Calendar form
8) Directions for teaching numbers and checks
9) Check form
10) Directions for using writing (alphabet) sheets
11) Alphabet sheets (manuscript/cursive)
12) Identification card
13) Consonant cards

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V K Lawson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

You need one set of *Resource Sheets* for each learner.

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Syracuse, NY 13214

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BEST COPY AVAILABLE

Personal Information

(Please print) Date _____

Name _____
first last

Address _____ apt. no._____

City _____ State _____ Zip _____

Home Phone Number ( ) _____ Work Phone Number ( ) _____

Date of Birth _____ month/day/year

Social Security Number _____

Personal Information/ID Card

1. Each learner has a copy of the Personal Information form.
2. Learner highlights words he/she can read.
3. Tutor reads words not highlighted.
4. Tutor teaches words not highlighted with sight words technique.
5. Learner sorts through word cards, matches them with form, saying each word as he/she matches it.
6. Learner writes proper information on each line of Personal Information form.
7. Tutor teaches words which learner does not know but needs in order to fill out the form.

Identification Card

1. Tutor explains the necessity of carrying a personal identification card at all times.
2. Learner fills out ID card in the back of these **Tutor Resource Sheets** using the information learned from the Personal Information Form. This card is to be cut out and given to the learner.

Format for Teaching Consonants

m,s,f,p,b,t,l,r,d,g,n,j,k,c,v,h,y,w,z

1. **Identify letter.**
   "This is an **m**. What is the name of this letter?"

2. **Listen to beginning sound.**
   "Listen to the sound of m at the beginning of these words — **Mack, man, my."**

3. **Pick a key word.**
   "Which of these — **Mack, man my,** do you want as your key word to help you remember the sound of 'm.'"
   (learner selects **Mack**.)
   Mack is your key word to help you remember the sound of **m**."

4. **Produce beginning sound.**
   "Think of the beginning sound in **Mack**. Now let just the first sound come out." (learner—/mmm/.) Yes, /mmm/ is the sound of **m**. Again, (learner—/mmm/)

5. **Tutor writes letter.**
   Tutor cuts appropriate card from end of these **Tutor Resource Sheets.** Tutor prints the letter as it is being said. "This is the letter **m**."

6. **Recognize sound in other words.**
   "Here are some words. Listen. Do they start with the **m** sound?"
   sausage (no)
   Monday (yes)
   macaroni (yes)
   today (no)
   mine (yes)

7. **Put sound at end of words**
   "Now let's move the sound to the end of the word. Listen to the last sound in these words, and repeat the words."
   dinner (no)
   slam (yes)
   tutor (no)
   cam (yes)
   hem (yes)

8. **Produce ending sound.**
   "What is the last sound in these words?"
   ham
   hem
   him
   learners — /mmm/

9. **Review**
   "What is the name of this letter?" (m)
   "What is your key word?" (Mack)
   "What is the sound of m?" (/mmm/)

10. Learner writes the letter "m" on the letter card.

11. Tutor — write the capital form of the letter on the letter card, telling the learner what it is and that it is used for names and the beginning of sentences.

12. Have the learner write his/her key word on the card.

13. Have learner look for letter in sight word/pattern word cards.

(Adapted from *TUTOR*, Ruth Colvin and Jane Root, Ph.D., Literacy Voluteers of America, Inc. 1987)

Directions for Teaching Using Photographs

I. **Of Signs**

1. Learner reads through one page of photographs.
2. Learner highlights word he/she can read.
3. Tutor reads those not highlighted.
4. Learner cuts out photos that he/she can't read.
5. Learner tapes these photos to 5 x 8 card (on the lined side.)
6. Learner writes (copies) the word on the lined card while saying it.
7. Learner writes the word again while saying it.
8. Learner writes word on quartered 3 x 5 card for his/her Word Card pack.
9. Continue teaching, using the sight word approach of having the Learner match the word cards to the photographs.

II. **Of Labels**

1. Learner reads through one photograph of a label.
2. Learner highlights words he/she can read.
3. Tutor reads the whole label.
4. Tutor/Learner decide which words should be learned first.

   (Note: You do not have to teach all the words on one label before going on to another label. Just teach the most useful words before going on.)
5. Learner cuts out photograph of label being used and tapes it to a 5 x 8 card (on the lined side) and proceeds as in steps 6 through 9 above.

III. **Shopping for Groceries**

1. Discuss advantages of shopping with a list. (Won't forget anything, cut down on impulse buying, save money.)
2. Learner checks supermarket signs he/she can read.
3. Tutor teaches signs learner can't read, using sight word technique as in steps 4 through 9 above.
4. Tutor asks learners to tell in which department they would find margarine, hot dogs, cabbage, etc.
5. Using newspaper ads or actual objects, help learner make up a shopping list of items he/she usually buys. Suggest to learners that they bring in coupons and teach words they may not know, such as "Expiration Date."

MEN
WOMEN
YES, WE'RE
OPEN
Emergency
Entrance
EXIT
napa
MEMBER
PUSH
PULL

MERGE
PARKING
FOR
HANDICAPPED
DEAD
END
DO
NOT
ENTER
YIELD
Burnet
Ave
1800
Oak
St
00

ENTER
ONLY
NO
PARKING
ANY
TIME
NO
PARKING
ANY
TIME
NO
PARKING
SCHOOL
SPEED
LIMIT
20
PARKING
PERMITTED
FROM
6 PM EVEN DAYS
TO
6 PM ODD DAYS
ONE WAY

3
Canned Fish & Meats
Cookies
Peanut Butter
Salad Dressings
Toys
4
Cereal
Juice
Spices
Cake Mixes
Fruits
5
Macaroni Products
Prepared Dinners
Spaghetti Sauce
Soups
Vegetables
7
Detergents
Bleach
Brooms
Bar Soap
IN
ONLY
OUT
ONLY
AUTOMATIC
CAUTION
DOOR
IN EMERGENCY PUSH TO OPEN
DO NOT
ENTER
NO
SMOKING

Adult Dose: 1 or 2 tablets with water every 4 hours as necessary up to 12 tablets a day
WARNINGS: Children and teenagers should not use this medicine for chicken pox or flu symptoms before a doctor is consulted about Reye Syndrome, a rare but serious illness. Keep this and all drugs out of the reach of children. In case of accidental overdose, seek professional assistance or contact a poison control center immediately. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product. See important directions in leaflet including use in arthritis and rheumatism
cvs.
extra strength
non-aspirin
pain reliever
acetaminophen caplets
(analgesic)
100 CAPLETS 500 MG EACH

er down the drain. 3. Immediately add one cup of COLD water to
r. If water boils out of drain, add another cup of COLD water).
se soon immediately after use. 4. After 15 minutes, pour COLD
er down the drain. If drain is still clogged, repeat application.

STORAGE AND DISPOSAL
shelf or in cool, dry
Be sure can is empty
Do not reuse container

PRECAUTIONS — READ BEFORE USING

POISON: **MAY BE FATAL OR CAUSE PERMANENT DAMAGE**
BURNS TO EYES AND SKIN. Contains sodium hydroxide (caustic soda)
Contact with skin, eyes, mouth and clothing. ALWAYS KEEP OUT OF THE REACH OF CHILDREN.
IMMEDIATELY GIVE FIRST AID
EYES: Rinse immediately with water. Remove contact lenses, then flush with water.
SWALLOWED: Rapidly rinse mouth. Then immediately drink a glass of water.
VOMITING. SKIN: Remove affected clothing. Flush with water for 15 minutes.
THEN, IMMEDIATELY CALL EMERGENCY ROOM, POISON CONTROL CENTER OR DOCTOR.
KEEP OUT OF REACH OF CHILDREN.

Questions about DRANO? Call Toll-free 1-800-[illegible]

1977-1984 THE DRACKETT PRODUCTS COMPANY, CINCINNATI, OH
See label for one of the following U.S. Patents:

Lots of tender, garden vegetables, like broccoli, mushrooms and zucchini, in a light creamy cheese sauce. Served with fettuccine. That's what Pasta Primavera was meant to be. And this is how it's supposed to taste — just like homemade. Try all the delicious Prego varieties.

Stove Top:

- In saucepan, place both pouches in boiling water. Do not cover.
- Simmer pouches 12 minutes or until heated through.
- Cut pouches open and serve sauce over fettuccine.

Both Pouch-Makes one serving.

Promptly refrigerate any unused portion.

Microwave Oven:

Microwave ovens vary in rate of heating. Times given are approximate.

- With fork or sharp knife, poke holes in one side of each pouch to vent.
- Place sauce pouch on microwave-safe plate. Heat on HIGH 2 minutes, rotating plate after 1 minute. Add fettuccine pouch to plate along with sauce pouch; rotate plate. Heat on HIGH 4 minutes or until hot, rotating plate after 2 minutes.
- Cut pouches open and serve sauce over fettuccine.

Sauce Pouch Ingredients: Broccoli, Cream, Mushrooms, Zucchini, Sweet Peppers, Carrots, Milk, Parmesan Cheese (Pasteurized Milk, Cheese Culture, Salt, Enzymes), Romano Cheese (Made from Cow's Milk, Pasteurized Milk, Cheese Culture, Salt, Enzymes), Butter, Pizza Water, Olive Oil, Modified Food Starch, Salt, Margarine (Partially Hydrogenated Vegetable Oil, Soybean and/or Palm and/or Cottonseed Oil, Water, Nonfat and Buttermilk, Salt, Cultures), Spices, Natural Flavor, Beta Carotene (for Color), Enzyme Modified Egg Yolk, Dehydrated Garlic, Spice, Sugar, Onion Powder.

Pasta Pouch Ingredients: [illegible]

Nutrition Information per Serving

Serving Size	12 oz. (340 g)
Servings per Container	1
Calories	420
Protein (grams)	17
Total Carbohydrates (grams)	36
Sugar (grams)	6
Complex Carbohydrates (grams)	30
Fat (grams)	23
Sodium	[illegible] mg

Ragú

BASIC RECIPE DIRECTIONS:
Each serving equals ⅔ cup of cereal.

TO MAKE	INGREDIENTS		
	WATER*	SALT	FARINA
1 SERVING	¾ CUP	⅛ TEASPOON	2 TABLESPOONS
2 SERVINGS	1½ CUPS	¼ TEASPOON	¼ CUP
4 SERVINGS	3 CUPS	½ TEASPOON	½ CUP

BOIL . . . . . water and salt.
ADD . . . . . Farina slowly, stirring constantly.
RETURN . . . to boil. Reduce heat; simmer 2 to 3 minutes or until thickened, stirring frequently.

***If desired, use milk instead of water.**

For thinner cereal, add a little more water.
For thicker cereal, cook a little longer.

spice
cake mix

EASY 1-2-3 DIRECTIONS Just add eggs and water

1 Preheat oven to 350°F. (Glass pans 325°F.) Grease pans generously and dust lightly with flour. Empty mix into large bowl and add all at once: 1½ cups water, 2 eggs.

2 Mix three minutes (scrape bowl frequently)
Standard mixer or Portable mixer — High speed
By hand — 450 strokes
(or until smooth and creamy)

3 Bake at 350°F. (Glass pans 325°F.)
8" layers — 35-40 minutes
9" layers — 30-35 minutes
13 x 9 x 2" oblong — 35-40 minutes

CUP CAKES: Line muffin pans with paper baking cups. Fill half full. Bake 25-30 minutes. Makes 24-30 cup cakes.

Cool cakes 10 minutes before removing from pans. Frost when fully cooled.

HIGH ALTITUDE DIRECTIONS: At altitudes over 3,500 feet, stir 3 tablespoons of flour into mix. Blend in 1½ cups water and 2 eggs. Beat 4 minutes at medium speed. Pour into two 8-inch layer pans; bake at 375° until done (25 to 30 minutes).

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You can use any or all the following actual materials for reading and writing lessons. Ask the learners to supply examples from their own lives of:

- personal prescriptions
- letters (if they don't mind sharing them)
- children's notes from teachers
- forms from the Board of Elections
- meter cards from utility company
- mail order catalog and its order form
- bills
- clothing care labels

Colors

red	purple
yellow	brown
blue	orange
green	pink

1. Learner fills in each square with the proper color.
2. Tutor teaches color words not known.
3. Learners cut out color squares and match them with objects in the room.

DECEMBER 1987

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	**25** Christmas	26
27	28	29	30	31		

Calendars

January	April	July	October
February	May	August	November
March	June	September	December

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

Fill in the correct word:

My birthday is in the month of _____.

I go on my vacation in the month of _____.

I pay my rent on the 15th of every _____.

Ask learners to highlight the months of the year and days of the week which they can read. Teach unknown words as sight words.

Ask learners to tell you on which day the first of the month arrives on the calendar above.

Copy the blank calendar forms on the following page. Make up a calender sheet for this month and for next month. Explain that the first of every month can come on any day of the week.

Discuss the value of a calendar: notes to oneself of crucial payments to be made, appointments to be kept, birthdays to remember.

Discuss the kinds of notes one would write on a calendar. Make up notes on the forms you have just filled out. Practice writing the notes the Learners want to write.

Teach learners how to write time such as **2:15, 2 p.m., 12 noon**. Explain **A.M., P.M., noon, midnight.**

MONTH_____ YEAR_____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Numbers

Teach numbers written as numerals and as words.

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	32 thirty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine
10 ten	20 twenty	30 thirty	40 forty

50 fifty 60 sixty 70 seventy 80 eighty 90 ninety

100 one hundred, 200 two hundred Ten hundred is one thousand.

1. If learners cannot read the numbers in words, teach as sight words.
2. Point out the pattern of repeated parts of words (eight in eighteen, in twenty-eight, in eight hundred, in eighty).
3. Learners complete the following sentences:

   My brother is _____ years old.

   My rent is _____ a month.

   My Social Security number is _____.

4. Tutor teach dollar sign ($) and the use of periods between dollars and cents. Ask learners to write the words for the following:

   $12.99 $100.00 $37.25 $1000.00 $128.00

Check Form

1. Learner reads form and highlights what can be read.
2. Tutor teaches any words on the form which the learners cannot read by the sight word technique.

James J. or Kathryn M. Stevens
13 West Oak St.
Somecity, NY 15682

_____19____
(Date)

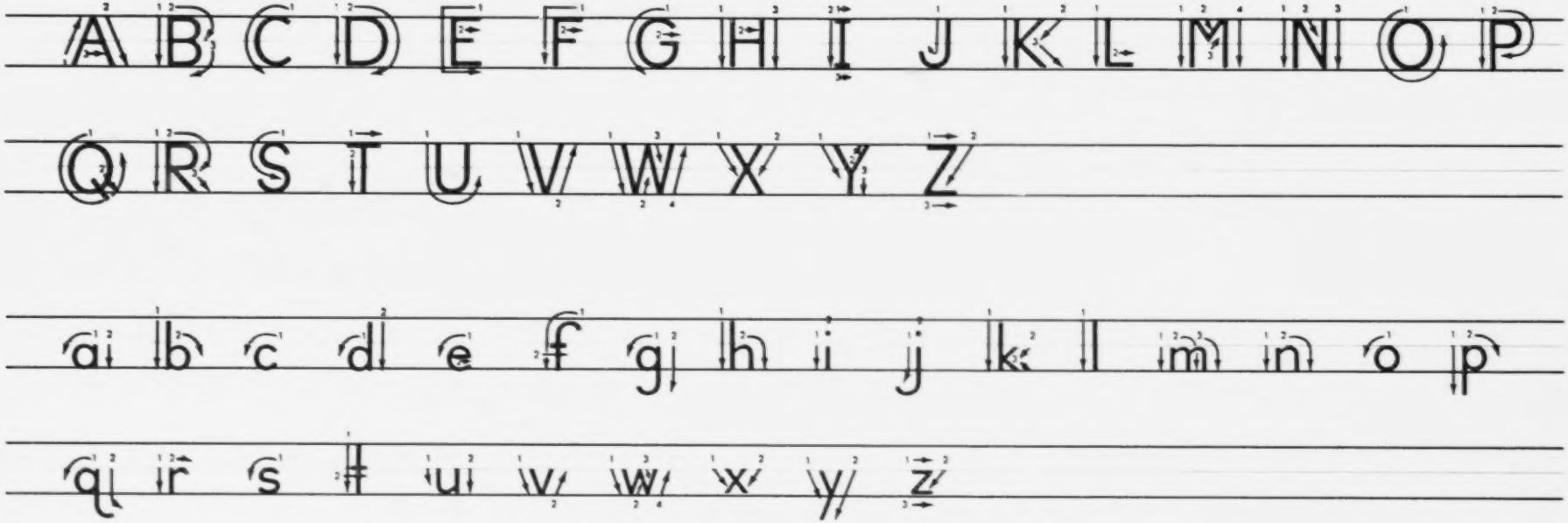
Pay to the
Order of _____ $_____
(Name of person or company) (Amount of check in numbers)

_____ Dollars
(Amount of check in words)

_____ _____
Memo (What you're paying for). (Signature)

Using Writing (Alphabet) Sheets

1. Give each learner a copy of the Alphabet Sheet with lines for writing practice.
2. Use this sheet in a variety of ways: write a sentence that may be used by the learners as a model to copy, suggest to learners that they write their experience stories on the lines provided, use the lines for practice of difficult words or for the notes they want to write on the calendars.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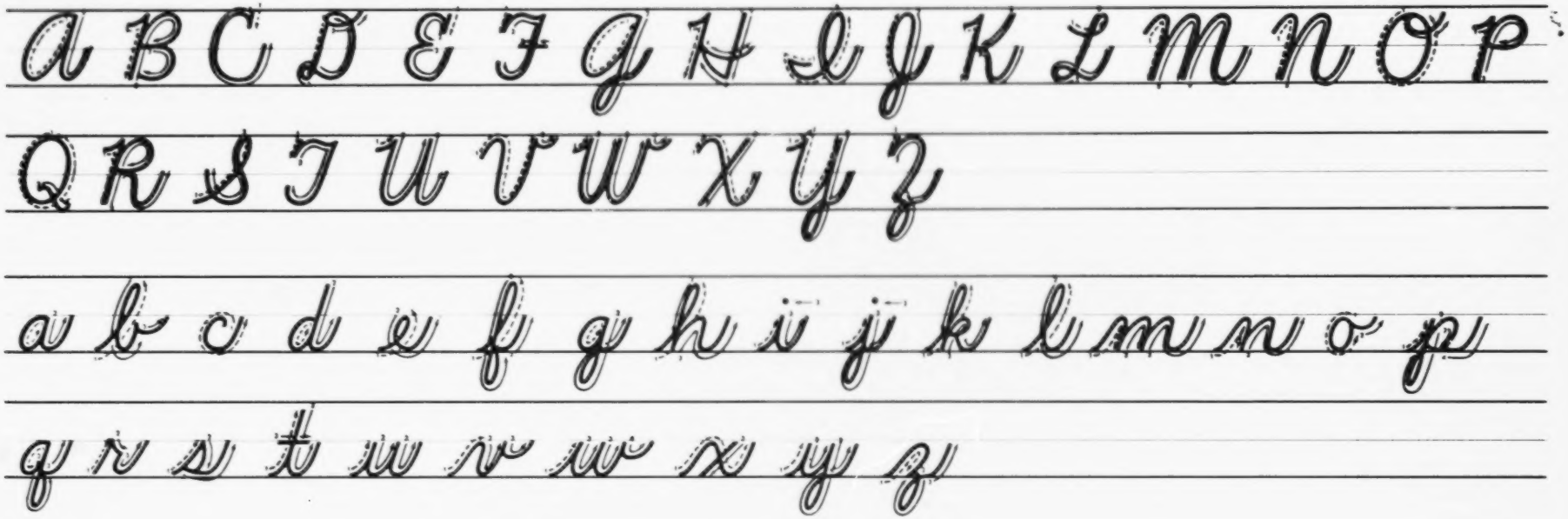
Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z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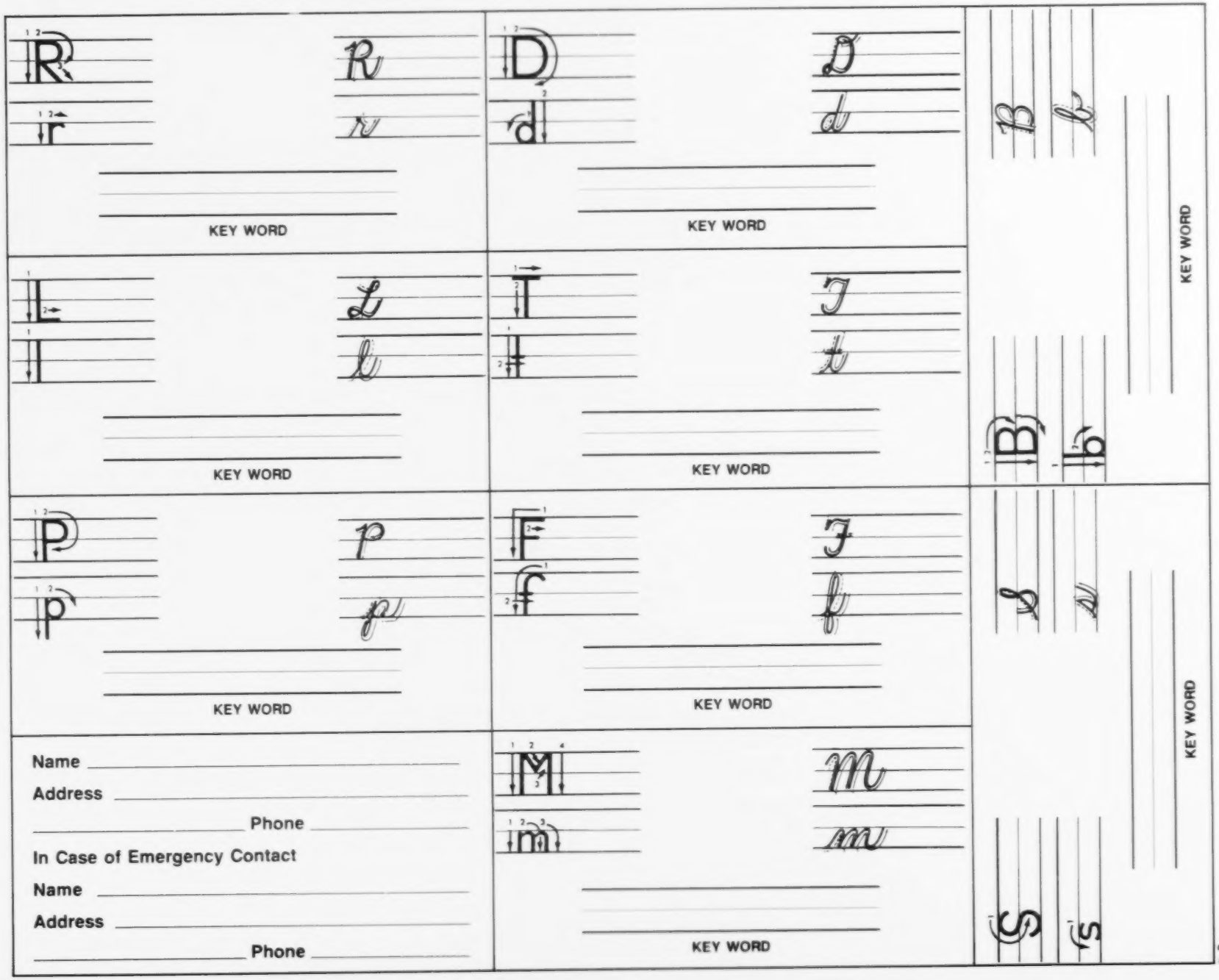
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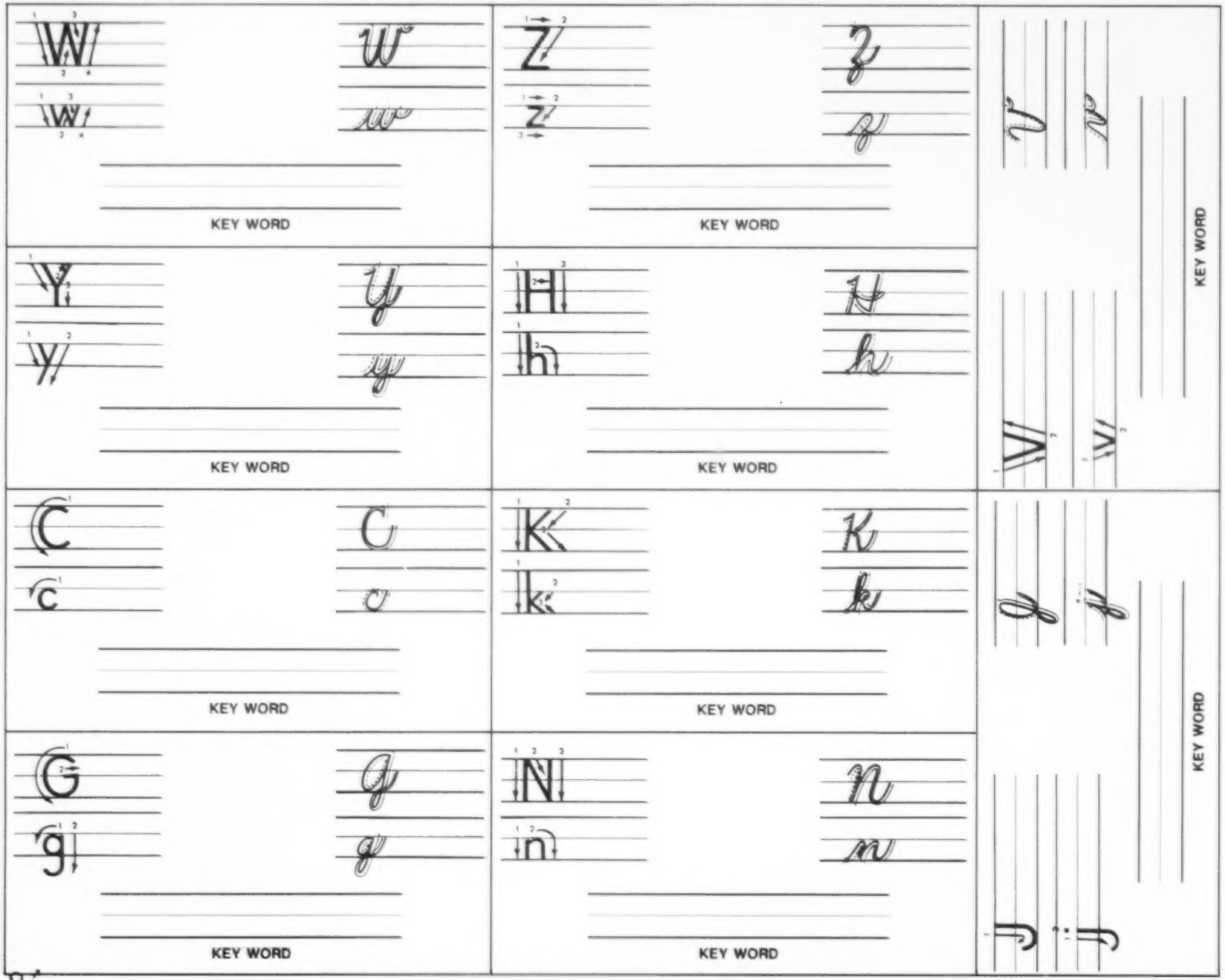
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